

Agile Mind
Algebra I

Degree of Evidence regarding the Standards for Mathematical Practice:

Limited evidence

Summary of evidence:

1. **Make sense of problems and persevere in solving them.** There is limited evidence of this practice. The overviews help to explain the meaning of the problem and to provide guidance to the student in understanding the situation. There is minimal evidence of students making conjectures. Although student progress is monitored and evaluated, there is little evidence of a change of course if the student is struggling.
2. **Reason abstractly and quantitatively.** There is limited evidence to support this practice. A limited number of problems involve units, but the units are not considered. Students use basic computation, and the development of abstract reasoning is minimal or limited.
3. **Construct viable arguments and critique the reasoning of others.** There minimal evidence of this practice. The overview asks some leading questions, such as “What would a graph of these data look like?” There is little to no evidence of students justifying answers, communicating them to others, and responding to other students’ arguments.
4. **Model with mathematics.** There is moderate evidence to support this practice. The examples usually arise from “real-world” situations (e.g., skateboarding, saving money). The program makes extensive use of tables, charts, and graphs throughout.
5. **Use appropriate tools strategically.** There is minimal evidence to support this practice. Although tools are used, the method for using these tools is prescribed. Students have limited opportunities to select appropriate tools.
6. **Attend to precision.** There is limited evidence to document student development of this skill. Students are required to label axes, both with units of measurement and labels. The opportunities to promote precise communication of definitions and symbols are limited.
7. **Look for and make use of structure.** There is moderate evidence of this practice throughout this series. Most lessons began by referencing prior knowledge, however, there was little to no evidence found where students were moved from specific examples to some level of generalization. The program makes extensive use of generalizing from tables, charts, or graphs to find patterns.
8. **Look for and express regularity in repeated reasoning.** There is moderate evidence of this practice. In the section on Laws of Exponents, students are asked to expand several examples in hopes that they will see the Law of Exponents emerge. There are limited opportunities for students to develop shortcuts that emerge from repeated reasoning.